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ABSTRACT

The document provides information related to statewide testing of exceptional students for the North Carolina Annual, Minimum Skills Diagnostic, End-of-Course, and Competency Testing programs. Guidelines for the appropriate use of alternative test formats, aids, or a different test environment with disabled students are given. Included are rules for excluding certain students or providing appropriate procedural modifications, information on the approval process, a chart and descriptions of the available modifications for the statewide testing programs, a listing of Test Coordinator and Exceptional Children Program Administrator responsibilities, guidelines for the competency testing of students who exit high school with a certificate, and forms for excluding or providing procedural modifications. Official definitions are given for exceptional student classifications, the School-Based Committee, and the Administrative Placement Committee. (DB)

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# GUIDELINES FOR TESTING EXCEPTIONAL STUDENTS

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and
Division For Exceptional Children
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# GUIDELINES FOR TESTING EXCEPTIONAL STUDENTS

## A. INTRODUCTION AND OVERVIEW

These *Guidelines for Testing Exceptional Students* provide information related to statewide testing of exceptional students for the North Carolina Annual, Minimum Skills Diagnostic, End-of-Course and Competency Testing Programs. It is intended to provide information to Superintendents, Principals, School-Based and Administrative Placement Committee members, and Teachers on the appropriate use of alternative testing techniques which allow exceptional students to demonstrate mastery of skills and attainment of knowledge. Standardized test procedures for exceptional students require that test modifications and administrative procedures be developed and implemented to assure that individual needs are met, and, at the same time, maintain sufficient uniformity to fulfill the purposes of testing. A testing plan for each exceptional student must be developed for every school year, either early in the fall or in the spring.

The North Carolina Statewide Testing Program is implemented in order to assist school personnel in making sound educational decisions based on students' abilities and needs. Students with handicapping conditions may need alternative test formats, aids, or a different test environment to allow for an equal opportunity to demonstrate achievement. The emphasis is on individual student needs, and the intended outcomes are test results that present an accurate description of student strengths and weaknesses. However, since almost all students could benefit from the use of alternative testing techniques, a recommendation based solely on potential to enhance performance beyond providing equal opportunity to perform is inappropriate.

Included as part of this document are rules for excluding certain students or providing appropriate procedural modifications, the approval process, a chart and descriptions of the available modifications for the statewide testing programs, Test Coordinator and Exceptional Children Program Administrator responsibilities, guidelines for the Competency Testing of students who exit high school with a certificate, forms for excluding or providing procedural modifications, and official definitions of 1) exceptional student classifications, 2) the School-Based Committee, and 3) the Administrative Placement Committee. The rules and procedures vary for the four statewide testing programs, and are presented together here for clarification.

The North Carolina Annual Testing Program (ATP) involves several national or state standardized tests, as well as a writing assessment. The California Achievement Tests (CAT), a nationally normed test series, are administered in the spring of each school year. In addition, North Carolina developed Science and Social Studies Tests are administered during the same week as the CAT. During 1987-88 the grades tested with the standardized tests were grades 3, 6, and 8. The Annual Writing Essay Test is administered to grade 6 and grade 8 students in the fall. Trainable Mentally Handicapped and Severely/Profoundly Mentally Handicapped students are exempted from the ATP.

The North Carolina Minimum Skills Diagnostic Testing Program (MSDTP) is administered in grades 3, 6, and 8. The Phase 2 tests are for students who score below the 25th national percentile for their grade level on the CAT Total Battery, who are not classified as Mentally Handicapped and who have not been retained in their current grade span. Students who fail the Phase 2 tests fail the state standard for promotion, and are offered remediation in the state-funded Basic Education Program Summer School. A Phase 3 test is administered at the end of Summer School in grades 3, 6, and 8 as part of the evaluation of the Summer School Program. Promotion/retention decisions at the end of the BEP Summer School are made in accordance with local promotion policies.

The North Carolina End-of-Course Testing Program (EOCP) is administered at the end of certain high school courses. During 1987-88 these courses were Algebra I, Algebra II, Biology, and U.S. History, and other courses will be included in subsequent years. These tests provide detailed school and school system level information on curricular goals, as well as a basis with which to compare individual student performance.

Passing the North Carolina Competency Tests is one requirement for earning a North Carolina high school diploma. Tests are given in four areas: Reading, Mathematics, Writing Objective, and Writing Essay. Students are given the opportunity to take the tests for the first time in the sophomore year. Students who fail any of the tests are given state-funded remediation and the opportunity to retake that test during the next administration . Seniors are also allowed to retake the test during the last month of school.

## B. EXCLUSION FROM TESTING

The specific exclusion policies, as well as the consequences and implications for a student's exclusion from testing, vary according to the testing program. Exclusions from the Annual, Minimum Skills Diagnostic, Competency, and End-of-Course Testing Programs are presented below.

Students classified as Mentally Handicapped (Trainable Mentally Handicapped and Severely/Profoundly Handicapped) are exempted from the **Annual Testing Program**. (ATP) Other exceptional students with handicapping conditions that make group or individual testing impossible are exempted on a case by case basis. Exceptional students who are assigned to non-graded instructional programs are tested with the State Board of Education approved norm-referenced test which is administered to regular students whose chronological age most closely matches that of the special education students. Educable Mentally Handicapped (EMH) students are tested at their grade placement level unless the following applies:

1. EMH student with a grade placement of grade 8 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 2.7 as documented in their IEP;

2. EMH student with a grade placement of grade 6 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 2.4 as documented in their IEP;

3. EMH student with a grade placement of grade 3 whose average functional level is equal to or below a standardized achievement test total battery grade equivalent score of 1.3 as documented in their IEP.

These EMH students will be exempted from the Annual Testing Program provided written approval, which affirms that sufficient documentation exists for exemption, is granted by the Administrative Placement Committee.

Exclusion from the Annual Testing Program will result in the absence of reports from the California Achievement Tests (CAT) and the N.C. Science and N.C. Social Studies Tests. In the absence of CAT results, the burden of proof that grade 3, 6, and 8 students have met the norm-referenced portion of the state standard for promotion is the responsibility of the local school administrative unit. This determination can be made on the basis of previous test scores or other supporting information as recorded in the student's cumulative record and /or IEP.

Mentally Handicapped students (EMH, TMH, and Severely/Profoundly Handicapped) are exempted from the **Minimum Skills Diagnostic Testing Program** (MSDTP). In rare cases, other exceptional students may be exempted on a case by case basis. The detailed diagnostic information that is provided on the MSDT individual reports cannot be provided for students who are excluded.

Passing the **Competency Tests** is part of the criteria for a student to earn a North Carolina high school diploma. As a consequence, it is essential that no exceptional student be preemptively excluded from testing. Students who meet all local course requirements but do not pass the Competency Tests receive a certificate.

Exclusion from the **End-of-Course Tests** (EOC) will result in the absence of the individual score report in the students' cumulative file or on the transcript.

The following exclusion procedures should be followed for all testing programs except where noted:

1. The School-Based Committee (defined in Appendix 2), responsible for developing the student's individualized education program (IEP), shall review the IEP of each exceptional student eligible to participate in the Annual, Minimum Skills Diagnostic, Competency, and/or End-Of Course Testing Programs;

2. The parent, legal guardian, or surrogate parent should be included on the School-Based Committee when possible;

3. The recommendation of the School-Based Committee to exempt an exceptional student from taking any of the statewide tests shall be approved by the Administrative Placement Committee. FORM #1 (see Section I.) is a sample which local school systems may use for such requests. This form or its equivalent should be attached to the student's IEP. Notification of the recommendation shall be <u>in writing</u> to the parent, guardian or surrogate parent with a full explanation for the recommendation;

4. *Competency Testing Only*
If the parent, guardian, surrogate parent or exceptional student (18 years of age or older) chooses exemption from the Competency Tests, the request shall be in writing to the Superintendent of the local school system (member of Administrative Placement Committee) and shall state that the consequences of the decision have been fully explained and are understood. The request for exemption shall be signed by the parent, guardian, surrogate parent, or student (18 or older) and shall become a part of the student's permanent record. FORM #2 (see attachment) is a sample which local school systems may use for such requests;

5. *Competency Testing Only*
If a student (18 years or older), parent, guardian, or surrogate parent makes the decision to be excluded from Competency Testing, the local school system must notify the student, parent, guardian, or surrogate parent in writing of the opportunity to reverse the decision <u>before each test administration date</u>, as long as the student is enrolled. It is recommended that students who exit with a certificate be informed of the right to retake the tests during an exit interview;

6. For accounting purposes, the local school administrative unit's Director for Exceptional Students shall maintain all documents relative to exclusions. These documents shall be available for inspection by the Division for Exceptional Children and Research and Testing Services personnel for a period of one year, or in the case of Competency materials, until the student graduates or reaches the age of 21. (Documents that are required to be included with the IEP or cumulative records are permanent).

## C. SELECTION OF TEST MODIFICATION(S)

The School-Based Committee shall meet to discuss the individual testing needs of each identified exceptional student eligible to participate in any of the statewide testing programs. A testing plan for each exceptional student must be developed every school year, either early in the fall or in the spring. The Committee shall recommend to the Administrative Placement Committee, in writing, the necessary procedural modifications. FORM #3, PAGE 1, (see attachment) is a sample which local school systems may use for these purposes. This form or its equivalent should be attached to the student's IEP.

The *Guidelines for Testing Exceptional Students* should be studied in order to determine which procedural modifications, if any, are best suited to the needs of an exceptional student. School-Based Committees should be cognizant of the fact that in many cases it will be appropriate to recommend that procedural modifications be used in combination for an individual exceptional student. Some examples are:

1. A large-print edition of a test and marking answers in the test book for a severely learning disabled student;

2. Multiple test sessions and marking in the test book for a student who has a short attention span or difficulty concentrating for extended periods of time.

## D. APPROVAL PROCESS

1. **Exceptional Children Program Administrators** distribute *Guidelines for Testing Exceptional Students* to School-Based Committees and establish local schedules and procedures for ordering modifications.

2. **School-Based Committees** make initial recommendations.

3. **Administrative Placement Committee** approves or disapproves the School-Based Committee's review and forwards appropriate material (FORM #4) to Regional Coordinators for Exceptional Children.

4. **Regional Coordinators for Exceptional Children** approve or deny requests and forward action to Exceptional Children Program Administrators, Regional Research and Testing Coordinators, and local Test Coordinators.

5. **Parents** and **Students** sign consent forms for exclusion from Competency testing, and/or for procedural modifications.

6. **Regional Research and Testing Coordinators** order materials as needed and have them shipped to local Test Coordinators.

NOTE: All of the above named staff persons share responsibility for assuring that school staff are informed about available modifications and that modifications are used appropriately.

## Special Test Arrangements for Handicapped Students 1987

### NC Annual (ATP), Minimum Skills Diagnostic (MSDT), End-of-Course (EOC), and Competency Testing Programs

| | ANNUAL | MSDT | EOC | COMPETENCY |
|---|---|---|---|---|
| **TEST FORMAT** | | | | |
| Braille | Yes (Non-Standard) | Yes | Yes | Yes |
| Large-Print | Yes (Non-Standard) | No[1] | No[1] | Yes (not Writing)[1] |
| Video - Cassette | No[2] | No[2] | No[2] | Yes |
| Audio - Cassette | No | No[3] | No[3] | Yes |
| **AIDS** | | | | |
| Magnification | Yes | Yes | Yes | Yes |
| Braille Writer/Cranmer Abacus | Yes (Non-Standard) | Yes | Yes | Yes |
| Test Administrator Reads Test Aloud | No[4] | Yes (not reading) | Yes (not reading) | No[4,5] |
| Interpreter Signs Test Directions | Yes | Yes | Yes | Yes[6] |
| Answers Recorded By Proctor | Yes (not Writing) | Yes | Yes | Yes (not Writing Essay) |
| Student Marks in Test Booklet | Yes (not Writing) | Yes | Yes | Yes (not Writing Essay) |
| Dictation to a Scribe | Yes (Writing Test Only)[7] | N/A | N/A | Yes (Writing Essay Test Only)[7] |
| Use of a Typewriter or Word Processor | Yes (Writing Test Only) | N/A | N/A | Yes (Writing Essay Test Only) |
| **TEST ENVIRONMENT** | | | | |
| Testing in a Separate Room | Yes | Yes | Yes | Yes |
| Extended Time or Multiple Test Sessions | Yes (Non-Standard) | Yes | Yes | Yes |
| Hospital/Home Testing | Yes | Yes | Yes | Yes |

*Note: All modifications must be documented in the IEP as an instructional strategy used for the student, and must be recommended by the School-Based Committee and approved, in writing, by the Administrative Placement Committee.

[1] All recently developed North Carolina tests are printed in 12-point type with adequate "white space".
[2] See "Interpreter Signs Test Directions".
[3] See "Test Administrator Reads Test Aloud".
[4] Writing Essay prompts are read aloud to all students.
[5] See "Audio-Cassette" Test Edition.
[6] See "Video-Cassette" Test Edition.
[7] This modification is only for students unable to use a typewriter or word processor.

## F. PROCEDURAL MODIFICATIONS FOR EXCEPTIONAL STUDENTS PARTICIPATING IN THE NC ANNUAL, MINIMUM SKILLS DIAGNOSTIC, END-OF-COURSE, AND COMPETENCY TESTING PROGRAMS

Standardized testing procedures for exceptional students require that test modifications and administrative procedures be developed and implemented to assure that individual needs are met and, at the same time, maintain sufficient uniformity to fulfill the purpose of testing. North Carolina Statewide Testing allows the following procedural modifications for certain programs. Please note that it should not be assumed that all special test editions will be available. This is a result of the growth of the testing program and the need for periodic review of materials to improve quality.

Braille editions
Large-print editions
Video-cassette
Audio-cassette
Magnification aids
Braille writer/Cranmer abacus
Reading test aloud
Signing test directions
Answers recorded by proctor
Marking in test booklet
Dictation to a scribe
Use of a typewriter or word processor
Testing in a separate room
Extended time or multiple test sessions
Hospital/home testing

### TEST FORMAT

**Braille**

*All Programs*

A braille version of all tests will be made available to blind and low vision students who are trained in this writing system. Students with these disabilities who have less than Level II braille skills will have the braille version of the test read to them while their responses are recorded by the Test Administrator or Proctor. A copy of the braille tests will be provided in regular print to Test Administrators or Proctors working with blind or low vision students. **Use of this modification with the Annual Testing Program will be designated as a Non-Standard Administration.***

***NOTE:** Because the *California Achievement Tests* (published by CTB/McGraw Hill) and the *North Carolina Science* and *North Carolina Social Studies Tests* are nationally or state standardized norm-referenced tests, certain alterations to the standardized administration procedure is not appropriate. If test administration procedures are modified from those specified in the Test Administrator's Manuals, the scores reported for students may not be valid. Therefore, test reports for students who are administered ATP tests using such modifications will be designated and labelled as non-standard administrations.

**Large-Print**

*Annual Testing*
*Competency Testing*

Large-print editions of the *California Achievement Tests* may be provided at all grade levels only for low vision students. **Use of this modification with the Annual Testing Program will be designated as a Non-Standard Administration.** There are no restrictions on the use of large-print Reading and Mathematics editions with the Competency Testing Program. Other tests may be enlarged locally for low vision students. (Note: *NCMSDT, EOC, Competency Writing Objective* and *NCATP Science/Social Studies* tests are already produced in larger than normal type). Students using a large-print edition may need further aids or special environmental considerations such as the following:

Ample space that will allow them to comfortably accommodate large size booklets;

Magnifying instruments to assist them in reading information that may not be sufficiently enlarged; and

Privilege to mark answers in the test booklet which must be later transcribed to the answer sheet by the Test Administrator. The answer sheet and booklet must be verified by the Proctor or other designated school official to ensure that no errors in transcription occur.

**Video-Cassette**

*Competency Testing*

This modification is available for the Competency Testing Program only. A video-cassette (available in 3/4" or 1/2" VHS format) is provided for hearing-impaired students. A Test Administrator trained in sign language must be present and may clarify the test directions and questions in a manner that does not indicate the correct responses to test items.

**Audio-Cassette**

*Competency Testing*

This modification is only available for the Competency Testing Program. The audio-cassette provides a taped version of the test instructions and some of the test items. This modification is primarily intended for use with students with specific learning disabilities that affect their ability to perceive printed words or numbers and who acquire knowledge primarily through the auditory channel (less than ten percent of students with learning disabilities). Other mentally or emotionally handicapped students with severe learning problems may qualify for the audio-cassette.

With any request for an audio-cassette, the local school administrative unit must provide substantial documentation (including the IEP) that prior instruction through the auditory mode has been almost exclusively used as the means of instruction. The student must also have instructional experience with audio-cassettes, such as using audio-cassette versions of textbooks or taping lectures in class. Unless the student receives the

majority of his or her instruction in the auditory mode, the audio-tape may cause more difficulty than assistance.

The audio-cassette is used in conjunction with a printed test (either regular or large-print) in order to provide multisensory stimulation. It is recommended that students also be allowed to mark answers in the test books.

On the audio-cassette a "beep" separates items on the tape. Students may wish to turn off the tape player when a "beep" is heard, finish the item just heard, and turn the tape player back on to hear the next item.

## AIDS

### Magnification

*All Programs*

Low-vision students may use any magnification device that they normally use during instruction.

### Braille-Writer or Cranmer Abacus

*All Programs*

Blind and low-vision students may use a braille writer to write essays or record answer choices to multiple-choice standardized tests, or a Cranmer Abacus to perform calculations, as long as the student has been trained in the use of these aids. All brailled materials must be transcribed and verified (checked for accuracy) before being returned to the Regional Center. **Use of this modification with the Annual Testing Program will be designated as a Non-Standard Administration.**

### Reading the Test Aloud

*Minimum Skills Diagnostic Testing*
*End-of-Course Testing*

The Test Administrator may read the *Minimum Skills Diagnostic* and *End-of-Course Tests* aloud to students with specific learning disabilities that affect their ability to perceive printed words or numbers. These handicapping conditions must be documented in the IEP and evidence should indicate that prior instruction has been given almost exclusively through the auditory mode. The specific abilities of each individual student will dictate whether responses are to be recorded on the answer sheet or in the test book by the student or Test Administrator. **This modification may not be used on portions of the tests which are designed to measure reading skills.** Students who have been taught strictly by auditory mode may be exempted from reading sections of the tests. **This modification is not allowed for the Annual Testing Program. This modification is not allowed for the Competency Testing Program.** (See "Audio-Cassette").

**Signing the Test Directions**

*All Programs*

Test administration sessions for hearing impaired students who normally communicate in sign language may include an interpreter to use Signed English for test directions or to answer questions that pertain to understanding the test instructions or procedures. The Test Administrator, who must be present for the testing session, must read the test directions as presented in the Test Administrator's Manual aloud so that they can be signed. Student questions must be directed to the Test Administrator and answered by him or her, and the interpreter will sign the response. The interpreter should also sign sample questions or test questions that are read aloud as part of the test directions. Video-Cassette versions of the Competency Tests are also available.

**Answers Recorded by Proctor**

*All Programs except Annual and Competency Writing Essays*

Students who are unable to respond to test items by marking an answer sheet or test booklet may have a Proctor record the answers. This modification is available for students with specific learning disabilities, orthopedic impairments, or mental or emotional handicaps. This modification is appropriate for all test programs except the NCATP Writing Assessment and the Competency Writing Essay (see "Dictation to a Scribe").

When a mathematics test is administered using this modification, students must dictate all math operations to the Proctor or use a typewriter or word processor as a work sheet. **Electronic calculators may not be used.** Upon completion of the test, the Test Administrator, Proctor, and student should sign a document indicating that all calculations were written by the Proctor as dictated by the student. **This document must be filed with the student's permanent records.**

**Mark Responses in Test Booklet**

*All Programs except Annual and Competency Writing Essays*

This modification is available for students who experience problems in recording responses on an answer document. When this modification is chosen, the answers must be transcribed to the answer document by the Test Administrator and verified by the Proctor or other school official to ensure that no errors in transcription occur. This modification is appropriate for all test programs except the NCATP Annual Writing Essay and the Competency Writing Essay.

**Dictation to a Scribe**

*Annual Testing, Writing Essay only*
*Competency Testing, Writing Essay only*

This modification is only available for students who are orthopedically impaired to the extent that they cannot use a typewriter or word processor to complete the essay portions of the Annual or the Competency Tests. In such instances, the student will be allowed to dictate his/her response to a second person (scribe) who will transcribe it. The session between the student and

scribe must be recorded on cassette tape and given to the Test Coordinator along with the transcription. The scribe, who should have experience working with the student, must capitalize and punctuate only as directed by the student.

**NOTE:** Dictation to a scribe is not the same as the "Answer Recorded by Proctor" modification. To be eligible for the scribe option, a student must be orthopedically impaired to the extent described above. Students who qualify for this modification may be eligible for the " Answer Recorded by Proctor" modification as well.

**Use of a Typewriter or Word Processor**

*Annual Testing Essay*
*Competency Testing Essay*

This modification is available for blind students, low vision students who do not read braille, and students who are orthopedically impaired or have some specific learning disability that interferes with the composing process. It allows these students to use a typewriter or word processor for the essay portions of the Annual and Competency Tests. It must be documented in the students' IEPs that they use a typewriter or word processor for virtually all of their written work. The typed or printed essay must be transcribed by a Proctor onto the student's answer sheet and both copies should be given to the Test Coordinator. **A document stating that the typed or printed essay is entirely the student's own, and that no "spell checker" or "grammar checker" was used must be signed by the student, Test Administrator, and Proctor, and filed with the student's permanent records.**

## TEST ENVIRONMENT

**Testing in a Separate Room**

*All Programs*

Every student must be provided with a quiet, well-lighted area in which to take tests. For certain students, it may be best to administer the test in isolation or in a small group. It is important that the Test Administrator be included in all training sessions to assure proper test administration and security procedures. Proctors should be instructed as to their role during testing and their responsibilities, and may be included in training sessions.

**Extended Time or Multiple Test Sessions**

*All Programs*

The Minimum Skills Diagnostic and Competency Tests are objective or criterion-referenced tests. As such, they are "power" tests with testing schedules that normally allow each student the necessary time to respond to all test items. Nonetheless, if some students are unable to concentrate for long periods of time or have short attention spans, it may be advisable to schedule these tests in several short sessions over several days. In addition, it may be necessary to allot more than the scheduled time to complete the tests. Although End-of-Course Tests are timed, special arrangements for extended time or multiple test sessions may be made. **Use of this modification with the Annual Testing Program will be designated as a Non-Standard Administration.**

## Hospital/Home Testing

*All Programs*

Hospitalized or homebound students should have the opportunity to participate in the testing programs. Testing may be deferred until a makeup day, although time constraints for makeup testing are considerable. If the tests are to be administered at the same time as the other students, the student's teacher should be included in the training given to others who are to administer the tests, and test administrations are subject to the same rules and procedures as specified in testing program *Test Coordinator Handbooks* and/or *Test Administrator's Manuals*.

## G. TEST COORDINATOR AND EXCEPTIONAL CHILDREN PROGRAM ADMINISTRATOR RESPONSIBILITIES

In planning for the individual administration of the procedural modifications the local Test Coordinator and the local Exceptional Children Program Administrator have responsibilities in addition to those set forth in *Test Administrator's Manuals.*

**Test Administrator and Proctor Training**

State Department of Public Instruction personnel will provide instructions to the local school systems' Test Coordinators and Exceptional Children Program Administrators in the selection and proper administration of procedural modifications of tests. Local staff will then conduct training sessions for the school-based Test Administrators and Proctors who will administer the procedural modifications of the tests. To assure uniformity from school to school, the Principal may be included in training for procedural modifications. Although training related to testing is primarily the responsibility of Test Coordinators, Exceptional Children Program Administrators are strongly encouraged to participate in training sessions. Additionally, it is the joint responsibility of Test Coordinators and Exceptional Children Program Administrators to inform all teachers of exceptional students of the availability of procedural modifications.

Training procedures should assure the following:

- all Test Administrators and Proctors are familiar with the procedural modifications for all exceptional students with whom they will be working;
- every effort is made to minimize the anxiety of the student relative to testing;
- an appropriate environment is provided for the students, including
    1. adequate space in which to work, especially for students taking the large print or audio-cassette editions,
    2. privacy for students who will have answers recorded by a proctor or dictation to a scribe, and
    3. necessary equipment is available and in good working order, such as cassette recorders, headphones, magnification devices;
- Test Administrators and Proctors are aware that students using the large-print or audio-cassette editions of the Competency Tests are to mark their responses in the test booklet;
- transcription of answers from marked-in tests is fully complete and accurate;
- proper security of the test questions is maintained, especially in administering an extended time or multiple session test (students should not be allowed to review questions from a previous session or questions for a future session. Paper clips may be used to secure those pages already completed or planned for future sessions);
- students are properly aligned on the test question and the appropriate answer document, especially those students using an audio-cassette edition.

**Collection, Storage and Processing of Test Materials**

**Large-print tests** and other **marked-in tests** should be kept separate from other locally stored test materials for several reasons. One reason is that in the case of a missing answer sheet or a request for a score verification, the original test document can be retrieved and rescored. It is important that each student's name is on the test books, and that the name *uniquely* identifies the student. The other reason is to assist in inventorying test materials and to account for "missing" test materials in the case of a state audit. These test materials can be destroyed six months after testing is completed, and after inventory records are completed. **Audio-cassettes** should also be stored locally, with other test materials, in a secure, locked location.

All **braille materials,** including completed answer sheets, should be returned to the Regional Research and Testing Coordinator for scoring. **Video-cassette tapes** should also be returned to the Regional Research Coordinator, but the completed answer documents should be processed for scoring along with the other regular answer documents.

All machine-scorable answer documents for **non-standard administrations** of the Annual Tests must be sent to Raleigh for logging in, prior to processing and scoring by CTB/McGraw Hill. These materials should be packed and labelled (complete with the Header Sheet and School Shipping List) in the same manner as regular materials are packed for CTB/McGraw Hill scoring.

All typed, dictated, or brailled **writing essay materials** require special handling. Each transcribed essay must be photocopied, and the student's name and school should be written on the photocopy. Return both the photocopy and the typed or brailled essay, or labelled cassette recording, to your Regional Research and Testing Services Coordinator. *Return the answer document with the regular materials.* In the case that a braille essay cannot be transcribed, the untranscribed essay should be returned to the Regional Research and Testing Services Coordinator.

## H. COMPETENCY TESTING FOR STUDENTS WHO RECEIVE CERTIFICATES

Exceptional students who complete all course requirements but do not pass the Competency Tests will be awarded a certificate instead of a diploma. One option of such students who are under twenty-one years of age is to return the next school year for instruction. The School-Based Committee is responsible for assuring that the enrolled students receive testing opportunities as specified by these guidelines.

A second option for exited students is to be retested at regularly scheduled administrations of the Competency Tests, provided that advance arrangements have been made with the local Superintendent of Schools. Students should be informed of this option before they leave school, for example at an exit interview. Since the exceptional persons are no longer enrolled, the School-Based Committee is no longer responsible for their education plan. However, school personnel are obliged to administer the tests to certificate holders if requests are made. Trained educators in the school should assure that the following procedures are followed:

- Make certain that the exceptional person (or parent, guardian, or surrogate parent, if the student is under 18 years old) knows what modification(s) of the test had been recommended by the School-Based Committee when the person was enrolled in school;
- Make the person aware of other procedural modifications;
- Allow any appropriate modifications (if any) which the person feels will provide the best testing opportunity.

## I. EXCLUSION AND PROCEDURAL MODIFICATIONS FORMS

The forms described below, samples of which follow, are suggested for use in documenting the recommendation and approval of exclusion from testing or procedural modifications of the tests. These forms or their equivalents must be used.

**FORM #1** is a sample form which local school administrative units may use to recommend that an exceptional student be excluded from Annual, Minimum Skills Diagnostic, End-of-Course or Competency Testing. This form or its equivalent should be sent to the parent, guardian, or surrogate parent of such a student with a copy retained for the student's folder.

**FORM #2** is to be used to obtain the consent of parent, guardian, or surrogate parent to exclude an exceptional student from Competency Testing. This form or its equivalent should be maintained in the school records. Parents, guardians or surrogate parents of students who were excluded in previous testing must be notified in writing of the opportunity to reverse their previous decision.

**FORM #3, PAGE 1**, is a sample form for documenting the School-Based Committee's recommendations to administer a procedural modification of a test to an exceptional student. Because the rules for modifications vary for the testing programs, it may be necessary in some cases to use more than one form per student. Please note that the audio-cassette and typewriter/word processor modifications require different forms (See Page 2 and Page 3 of Form #3). A copy of the form should be sent to the parent, guardian, or surrogate parent for signature and then be attached to the student's individualized education program (IEP). **FORM #3, PAGE 2,** may be used for students taking the audio-cassette edition of the competency tests or are using the typewriter/word processor modification. A copy of the appropriate form(s) should accompany the IEP when requesting approval of audio-cassette and typewriter/word processor modifications from the regional center consultants.

**FORM #4, PAGE 1** is for use by school systems as a summary of procedural modifications for reporting to the Regional Coordinator for Exceptional Children. **FORM #4, PAGE 2 and PAGE 3** is to be used at the school level to record all of the modifications that will be used for individual exceptional students. This allows for the collection of information for system-wide ordering, and also provides a means with which to monitor for the appropriate use of test modifications. The forms should be sent to the Regional Coordinator for Exceptional Children, along with IEPs of students using audio-cassette or typewriter/word processor modifications.

FORM #1

SCHOOL-BASED COMMITTEE'S RECOMMENDATION
FOR EXCLUSION FROM TESTING*

The School-Based Committee of _____School

recommends that _____ be excluded from taking the
(name of student)

test(s) specified below. This recommendation is based on a careful review of the student's school records, special education evaluation and placement data, and his/her individualized education program (IEP). This recommendation will be reviewed for subsequent testing administration dates for the programs specified below, and the above named student and his/her parent(s), guardian(s), or surrogate parent(s) will be informed in writing that the student will be either included in the test administration or will again be recommended for exclusion.

- O Annual Testing (CAT, NC Science, NC Social Studies)
- O Annual Writing Assessment
- O Minimum Skills Diagnostic Testing
- O End-of Course Testing (specify_____)
- O Competency Testing (Reading, Mathematics, Writing Objective)

_____
Chairperson, School-Based Committee Date

_____
Chairperson, Administrative Placement Committee Date

*One copy to go to parent, guardian, or surrogate parent and one copy to be attached to student's IEP.

FORM #2

CONSENT FOR EXCLUSION FROM COMPETENCY TESTING

I, _____, and my parent(s), legal guardian or
(Name of student)
surrogate parent request that I be excluded from taking the North Carolina Competency Tests.*
In making this request we acknowledge that we fully understand that passing the competency tests is a requirement for earning a high school diploma. We further understand that this request may be withdrawn at our written request and the above named student will then be included in the next statewide administration of the competency tests.

_____
Student Signature Date

_____
Parent or Guardian Signature Date

_____
Parent or Guardian Signature Date

*Students who have attained the age of 18 are not required to have parental consent to request exemption from the competency testing.

FORM #3
PAGE 1

## RECOMMENDATION TO ADMINISTER PROCEDURAL MODIFICATIONS OF TESTS*

The School-Based Committee has met and recommends that the procedural modification(s) of the test(s) as specified below to be used for _____
(Student's Full Name)

is (are) _____.**

- O Annual Testing (CAT, NC Science, NC Social Studies)
- O Annual Writing Assessment
- O Minimum Skills Diagnostic Testing
- O End-of-Course Testing (specify_____)
- O Competency Testing (Reading, Mathematics, Writing Objective)
- O Competency Essay

Signed _____
Chairman, School-Based Committee Date

Signed _____
Chairman, Administrative Placement Committee Date

We authorize the administration of the recommended procedural modification.***

Signed _____
Student Date

Signed _____
Parent/Guardian Date

* One copy to be attached to the student's IEP.

**If this modification is an audio-cassette tape for Competency or the typewriter/word processor modification then PAGE 2 must be completed and a copy of the IEP must be attached.

***Students who have attained the age of 18 are not required to have parental consent.

## RECOMMENDATION TO ADMINISTER PROCEDURAL MODIFICATIONS OF TESTS*

typewriter/word processor or audio-cassette (Competency Tests) only

I certify that in accordance with the *Procedures Governing Programs and Services for Children with Special Needs* and *Guidelines for Testing Exceptional Students* that _____ has been certified as eligible for __ an audio-cassette tape for
(name of student)
Competency Testing or __ the typewriter/word processor modification (check one). The specific nature of the disability and its effect which entitles the student to this modification is _____. In making this recommendation I certify that:

A. (Audio-cassette tape for Competency Testing)

- The student receives the majority of instruction auditorially,
- The student uses audio-cassette/tape-recorded versions of content-area textbooks,
- The student tape records lectures in content area classes,
- The student is proficient in the operation of audio-cassette.

B. (Typewriter/Word Processor)

- The student uses a typewriter or word processor for almost all written work.

Signed _____
Exceptional Children Program Administrator — Date

* Attach one copy to the student's IEP before submitting it to the Regional Coordinator for Exceptional Children.

# Exceptional Students Procedural Modifications Request Form

Exceptional Children Program Administrator_____ Date_____

School System_____

1. Make copies of pages 2 and 3 of this form: complete a form for each school from exceptional students' records.
2. Count the number of types of modifications for each school. Add school totals and record system totals below.
3. Send a copy of the forms for the system along with the students' IEPs for students needing audio-cassette and/or typewriter/word processor to the Regional Coordinator for Exceptional Children (IEPs WILL BE TREATED CONFIDENTIALLY).

| | Competency | | | | End of Course | | | | | | | | | MSDT | | | Annual | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Writing Objective | Writing Essay | Mathematics | Reading | | | | | | U.S. History | Biology | Algebra II | Algebra I | Reading/ Language/ Mathematics | | | Writing | | CAT Social Studies Science | | | | |
| | | | | | | | | | | | | | | 8 | 6 | 3 | 8 | 6 | 8 | 6 | 3 | | |
| Test Format | | | | | | | | | | | | | | | | | | | | | | Braille | |
| | | | | | | | | | | | | | | | | | | | | | | Large print | |
| | | | | | | | | | | | | | | | | | | | | | | Video cassette | |
| | | | | | | | | | | | | | | | | | | | | | | Audio cassette | |
| Aids | | | | | | | | | | | | | | | | | | | | | | Magnification | |
| | | | | | | | | | | | | | | | | | | | | | | Braille writer/Cranmer abacus | |
| | | | | | | | | | | | | | | | | | | | | | | Test Adm. reads test aloud (not for reading subtests) | |
| | | | | | | | | | | | | | | | | | | | | | | Interpreter signs directions | |
| | | | | | | | | | | | | | | | | | | | | | | Answers recorded by proctor | |
| | | | | | | | | | | | | | | | | | | | | | | Student marks in test booklet | |
| | | | | | | | | | | | | | | | | | | | | | | Dictation to scribe | |
| | | | | | | | | | | | | | | | | | | | | | | Use of typewriter/word processor | |
| Test Environment | | | | | | | | | | | | | | | | | | | | | | Testing in a separate room | |
| | | | | | | | | | | | | | | | | | | | | | | Extended time/multi-sessions | |
| | | | | | | | | | | | | | | | | | | | | | | Hospital/home testing | |
| | | | | | | | | | | | | | | | | | | | | | | Excluded from Testing | |

Form #4
Page 2

**Exceptional Students Procedural Modification**
**Annual and Minimum Skills Diagnostic Testing Programs**

Date_____

School_____

School System_____ Exceptional Children Program Administrator_____

| Student Name | Official Handicapping Condition | | | |
|---|---|---|---|---|
| Grade | | | | |
| CAT, Science & Social Studies | Test | | | |
| Annual Writing | | | | |
| MSDT | | | | |
| Braille | Test Format | | | |
| Large print | | | | |
| Magnification | Aids | | | |
| Braille writer/Cranmer abacus | | | | |
| Test Adm. reads test aloud* | | | | |
| Interpreter signs directions | | | | |
| Answers recorded by proctor | | | | |
| Student marks in test booklet | | | | |
| Dictation to Scribe | | | | |
| Use of typewriter/word processor | | | | |
| Testing in a separate room | Test Environment | | | |
| Extended time/multi-sessions | | | | |
| Hospital/home testing | | | | |
| Excluded from testing | | | | |

(*not for reading subtests)

**Exceptional Students Procedural Modification**
**End-of Course and Competency Testing**

Date_____

School_____

School System_____ Exceptional Children Program Administrator_____

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | Student Name | |
| | | | | | | | | | | | | | | | | | | Official Handicapping Condition | |
| | | | | | | | | | | | | | | | | | | Grade | |
| | | | | | | | | | | | | | | | | | | End-of-Course (Specify Course) | Test |
| | | | | | | | | | | | | | | | | | | Competency-Reading | Test |
| | | | | | | | | | | | | | | | | | | Competency-Mathematics | Test |
| | | | | | | | | | | | | | | | | | | Competency-Writing Essay | Test |
| | | | | | | | | | | | | | | | | | | Competency-Writing Objectives | Test |
| | | | | | | | | | | | | | | | | | | Braille | Test Format |
| | | | | | | | | | | | | | | | | | | Large print | Test Format |
| | | | | | | | | | | | | | | | | | | Video Cassette | Test Format |
| | | | | | | | | | | | | | | | | | | Audio Cassette | Test Format |
| | | | | | | | | | | | | | | | | | | Magnification | Aids |
| | | | | | | | | | | | | | | | | | | Braille writer/Cranmer abacus | Aids |
| | | | | | | | | | | | | | | | | | | Test Adm. reads test aloud* | Aids |
| | | | | | | | | | | | | | | | | | | Interpreter signs directions | Aids |
| | | | | | | | | | | | | | | | | | | Answers recorded by proctor | Aids |
| | | | | | | | | | | | | | | | | | | Student marks in test booklet | Aids |
| | | | | | | | | | | | | | | | | | | Dictation to Scribe | Aids |
| | | | | | | | | | | | | | | | | | | Use of typewriter/word processor | Aids |
| | | | | | | | | | | | | | | | | | | Testing in a separate room | Test Environment |
| | | | | | | | | | | | | | | | | | | Extended time/multi-sessions | Test Environment |
| | | | | | | | | | | | | | | | | | | Hospital/home testing | Test Environment |
| | | | | | | | | | | | | | | | | | | Excluded from testing | |

(*not for reading subtests)

## APPENDICES

1. Special Education Student Definitions
2. School-Based Committee
3. Administrative Placement Committee

## APPENDIX 1. SPECIAL EDUCATION STUDENT DEFINITIONS

From: *Procedures Governing Programs and Services for Children with Special Needs*, Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27603, 1986.

### Children with Special Needs

The term "children with special needs" includes, without limitation, all children who because of permanent or temporary mental, physical or emotional handicaps need special education, are unable to have all their educational needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools. It includes those who are autistic, academically gifted, hearing impaired, mentally handicapped, multiply handicapped, orthopedically handicapped, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech-language impaired and visually impaired. The terms used in this definition are defined as follows:

### Academically Gifted

Academically gifted students are defined as those who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability. In order to develop their abilities, these students may require differentiated educational services beyond those ordinarily provided by the regular school program.

### Autistic

Autism refers to a severe and chronic developmental disorder that affects communication and behavior. The essential features include disturbances of:

(A) developmental rates and/or sequences,
(B) responses to sensory stimuli,
(C) speech, language and cognitive capacities, and
(D) capacities to relate to people, events and objects.

Associated features include stereotyped motor patterns and erratic expression of emotions. Most children classified as autistic function at a mentally handicapped level of intellectual development.

### Behaviorally/Emotionally Handicapped

One who after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibits patterns of situationally inappropriate interpersonal or intrapersonal behavior of such frequency, duration, and intensity to disrupt the student's own learning process. Frequency, duration, and intensity are long-standing patterns of behavior which occur regularly and often enough to consistently interfere with the student's own learning process. A behavioral/emotional handicap is evidenced by one or more of the following characteristics which cannot be attributed primarily to physical, sensory, or intellectual deficits:

(A) inability to achieve adequate academic progress (not due to a learning disability);
(B) inability to maintain satisfactory interpersonal and/or intrapersonal relationships;
(C) inappropriate or immature types of behavior or feelings under normal conditions;
(D) a general pervasive mood of unhappiness or depression;
(E) a tendency to develop physical symptoms, pains or fears associated with personal or school problems.

The term does not include the socially maladjusted student unless it is determined that he/she is also behaviorally/emotionally handicapped.

**Deaf-Blind**

Deaf-blind students have concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

**Hearing Impaired**

Hearing impaired children are those with hearing losses which are handicapping educationally and developmentally and who, with or without amplification, may require various instructional modifications and related services in order to make full use of school experiences. Hearing impaired is a generic term which includes all hearing losses ranging from mild to profound.

**Mentally Handicapped**

Mentally handicapped refers to significantly subaverage general cognitive functioning and a reduced rate of learning. This condition exists concurrently with deficits in adaptive behavior, is manifested during the developmental period, and adversely affects the student's educational performance.

**Multihandicapped**

Multihandicapped students have a pervasive primary handicap that is cognitive and/or behavioral in combination with one or more other handicaps (such as mentally handicapped-emotionally handicapped, mentally handicapped-blind, etc.), the combination of which causes such developmental and educational problems that the children cannot be accommodated in special programs that primarily serve one area of handicapping condition.

**Orthopedically Impaired**

An orthopedically impaired child possesses a severe orthopedic impairment which adversely affects his/her educational performance. The term includes impairments caused by congenital abnormalities and impairments from other causes.

**Other Health Impaired**

Other health impaired students have chronic or acute health problems which cause limited strength, vitality or alertness to such an extent that special educational services are necessary. The health problems may include heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, genetic impairments or some other illness which may cause a student to have limited strength, vitality or alertness, adversely affecting educational performance.

**Pregnant School Girls**

Pregnant students with special educational needs are those who, because of their pregnancy, require special education and/or related services other than that which can be provided through regular education services.

**Specific Learning Disabilities**

Specific learning disabilities is an inclusive term used to denote various processing disorders presumed to be intrinsic to an individual (e.g. acquisition, organization, retrieval, or expression of information; effective problem-solving behaviors). For the purpose of special education services, a student classified as learning disabled is one who, after receiving instructional intervention in the regular education setting, has a substantial discrepancy between ability and achievement. The disability is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, reading and/or mathematics. A learning disability may occur concomitantly with, but is not the primary result of, other handicapping conditions and/or environmental, cultural, and/or economic influences.

**Speech-Language Impaired**

A pupil who has a speech-language impairment has a disorder in articulation, language, voice, and/or fluency. A speech-language impairment may range in severity from mild to severe. It may be developmental or acquired, and pupils may demonstrate one or any combination of the four parameters listed above. A speech and language impairment may result in a primary handicapping condition or it may be secondary to other handicapping conditions.

A communicative difference/dialect is a variation of a symbol system used by a group of individuals which reflects and is determined by shared regional, social or cultural/ethnic factors and should not be considered a disorder of speech or language. The components of speech-language impairment include:

(A) Articulation. An articulation disorder is an abnormal nondevelopmental production of phonemes (speech sounds). Types of misarticulations include omissions, substitutions, and distortions.

(B) Language. A language disorder is the impairment of comprehension and/or production of an oral communication system. The disorder may involve the form of language (phonologic, morphologic, and syntactic systems), the content of language (semantic system), the function of language (pragmatic system), and/or any combination of the above.

(1) Form of Language

(i) Phonology is the sound system of a language and the linguistic rules that govern it.

(ii) Morphology is the rule system that governs the structure of words and the elements of meaning used in their construction.

(iii) Syntax is the linguistic rule governing the order and combination of words to form sentences, and the relationships among the elements within a sentence.

(2) Content of Language

Semantics refers to the content or meaning of words and utterances.

(3) Function of Language

Pragmatics refers to the social use of language and its appropriateness in a given situation.

(C) Voice. A voice disorder is an abnormal production of pitch (e.g., range, inflection, appropriateness), intensity (loudness), resonation (e.g., excessive nasality), and quality (e.g., breathiness, hoarseness, and harshness).

(D) Fluency. A fluency disorder is a disruption in the normal, rhythmic flow of speech that interferes with communication. The disorder may include, but not be limited to, frequency of dysfluencies, duration of dysfluencies, struggle and avoidance characteristics, and type of dysfluencies (repetitions -- phrases, whole words, syllables, and phonemes; prolongations; and blocks).

**Visually Impaired**

(A) Functionally blind children are those who have so little remaining vision that they must use braille as their reading medium.

(B) Partially seeing children are those who have a loss of vision, but are able to use regular or large type as their reading medium. These will generally be children who have a visual acuity between 20/70 and 20/200 in the better eye after correction.

(C) Children who are legally blind are those who have a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees.

**Educable Mentally Handicapped ***

Educable mentally handicapped students are mildly retarded and have subaverage general intellectual functioning which manifest itself during the developmental period. The intelligence quotient range for placement in programs for trainable mentally handicapped is 50-69 plus or minus one standard error of measurement.

**Severely/Profoundly Mentally Handicapped ***

These students are severely retarded and have significantly subaverage general intellectual functioning (existing concurrently with deficits in adaptive behavior), which manifest itself during the developmental period. The adaptive behavior refers primarily to the effectiveness of the individual in adapting to the natural and social demands of his/her environment.

**Trainable Mentally Handicapped ***

Trainable mentally handicapped students are moderately retarded and have subaverage general intellectual functioning which manifest itself during the developmental period. The intelligence quotient range for placement in programs for trainable mentally handicapped is 30-49 plus or minus one standard error of measurement.

***Educable Mentally Handicapped, Severely Profoundly/Mentally Handicapped, and Trainable Mentally Handicapped** are not included in the 1986 edition of *Procedures Governing Programs and Services for Children with Special Needs,* as defined categories of exceptional students. However, policy adopted by the State Board of Education specifically excludes two of these student groups from the testing program (Severely/Profoundly Mentally Handicapped and Trainable Mentally Handicapped) and provides for participation of all Educable Mentally Handicapped Students, unless their observed average functional level falls below a specified grade equivalent (see Exclusion from Testing, Page 2). Therefore, definitions from earlier versions of *Procedures Governing Programs and Services for Children with Special Needs* are included to assist with identification of those children who are included in or excluded from testing programs.

## APPENDIX 2. SCHOOL-BASED COMMITTEE

From: *Procedures Governing Programs and Services for Children with Special Needs*, Division for Exceptional Children, State Department of Public Instruction, Raleigh, NC 27603, 1986

### Overall Function

The School-Based Committee should provide a team framework for evaluating data and recommending the most appropriate placement for children referred for special education services. It shall cause to be provided an evaluation by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. The School-Based Committee is responsible for receiving referrals, involving parents in the planning process, obtaining parental permission for assessment, initiating screening and evaluation procedures, evaluating information, seeing that an individualized education program (IEP) for the handicapped, group education program for the academically gifted or written educational program for the pregnant, is developed, and is reevaluated annually.

### Composition

Members of the School-Based Committee shall be selected from the following:

(1) Principal (or designee) as chairperson,
(2) Teacher referring the child,
(3) Director, programs for exceptional children (or designee),
(4) Teacher of exceptional children,
(5) Psychologist,
(6) Social Worker,
(7) Guidance Counselor,
(8) Speech-Language specialist,
(9) Physician or school nurse,
(10) Physical Therapist,
(11) Occupational Therapist,
(12) Physical Education Teacher,
(13) Recreation Specialist,
(14) Referring agency personnel, and
(15) Parent(s).

When the School-Based Committee is considering the appropriate placement for a child with special needs who is fourteen years of age or older, a vocational education teacher and/or a vocational rehabilitation counselor should be included on the committee if possible.

At least one member of the School-Based Committee should be of the same race and sex as the child being referred.

### Responsibilities of School-Based Committees

The School-Based Committee shall:

(1) receive referral information for students suspected of needing special education services;

(2) ensure that within 30 calendar days after an initial referral is made the student's parent or guardian is sent a written notice describing the evaluation procedure which will be followed to diagnose the student's educational needs and requesting written consent for the evaluation. All communication with the

student's parent or guardian shall be in the native language or dominant mode of communication of the parent or guardian;

(3) initiate screening and assessment of students referred to it;

(4) ensure that a student receives a diagnosis and evaluation appropriate to meet his/her educational needs within 30 calendar days after sending written notice to the parent or guardian;

(5) review and interpret the results of the diagnosis and evaluation data in conjunction with appropriate evaluation personnel. If the evaluators cannot be present at the School-Based Committee meeting, their written reports are to be presented;

(6) ensure that within 20 calendar days after the diagnosis and evaluation are completed a conference is scheduled with the child's parent(s) or guardian(s) and the School-Based Committee or a representative of the School-Based Committee who is competent to interpret the report of the diagnosis and evaluation. In no event shall the conference be held later than 30 calendar days after the date of scheduling. This conference may be waived by the parent;

(7) ensure that within 15 calendar days after the diagnosis and evaluation are completed, the student's parent(s) or guardian(s) is sent or given a written summary of the results and findings along with proposals for meeting the student's educational needs;

(8) ensure that information from all the appropriate evaluations and sources is documented and considered;

(9) forward to the Administrative Placement Committee a recommendation of the individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant and the placement which would best meet the educational needs of the student and the information which was considered in formulating the placement recommendation. Appropriate placement alternatives will be discussed with the parent;

(10) ensure that written consent for placement in a program for special needs children is obtained from the parent or guardian and that the parents have been involved in the development of the individualized education program for the academically gifted or written education program for the pregnant;

(11) ensure that notice is given to parents which meets the requirements of Section .1517 prior to the placement or denial of placement;

(12) ensure that the student is placed in the appropriate special program;

(13) ensure that the teacher(s) of the child receives the individualized education program for the academically gifted or written education program for the pregnant and pertinent information necessary for working with the student;

(14) ensure that twelve months after placement and at least annually thereafter, the progress of each child placed in a special program is evaluated on the basis of previously expected benefits, and a decision is made regarding an updated individualized education program for the academically gifted or written education program for the pregnant and continuation of the student in the program.

## APPENDIX 3. ADMINISTRATIVE PLACEMENT COMMITTEE

From: *Procedures Governing Programs and Services for Children with Special Needs*, Division for Exceptional Children, State Department of Public Instruction, Raleigh, NC 27603, 1986.

### Function

The Administrative Placement Committee will make all final decisions regarding classification of students with special needs and placement of students in programs for exceptional children.

### Responsibilities

The Administrative Placement Committee is responsible for:

(1) receiving and reviewing all information collected and considered by the School-Based Committee in formulating the recommendation regarding classification of a student as special needs and placement of a student in a special program;

(2) reviewing the recommendation of the School-Based Committee regarding classification of a student as special needs and placement of a student in a special program;

(3) ensuring compliance with due process procedures concerning the identification and placement of a student in a program for exceptional children. Due process procedures must be provided in writing to the parents;

(4) reviewing referrals of students from other agencies or of students who are not being presently served in the local educational agency and making the final decision concerning classification of a student as special needs and placement. For a child not presently served in the local educational agency, the Committee might wish to refer the child to a School-Based Committee for the development of an individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant. If a child is screened or evaluated by the staff of the Department of Human Resources, this information shall be presented to the administrative unit where the student resides for the determination of appropriate classification as a student with special needs and placement;

(5) conferring with appropriate Department of Human Resources staff for the development of an individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant and determination of appropriate placement if it is determined by the Administrative Placement Committee in a city or county administrative unit that a child should receive a free appropriate public education in a program operated by the Department of Human Resources. If a child is released from a program operated by the Department of Correction or the Department of Human Resources, staff from the program shall confer with the Administrative Placement Committee in the school administrative unit for the development of an individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant and determination of appropriate placement. The individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant will follow the child from one placement to another. The individualized education program may be challenged under due process provisions;

(6) making financial arrangements with other local educational agencies, other public agencies or private schools;

(7) if the placement decision is for placement outside the local education agency, the Committee must see that an appropriate individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant is developed in conjunction with the school or program where the child is being placed;

(8) if the Administrative Placement Committee determines that the individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant is not adequate and does not define an appropriate education for the child, then the Administrative Placement Committee can either reconvene the Committee or ask the parent to join the Administrative Placement Committee and actively change the individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant. The parent must be informed that he or she has all rights to participate in changing the individualized education program for the handicapped, group education program for the academically gifted or written education program for the pregnant and the right to a hearing. After the change, a new consent form must be signed by the parent, if it is for initial placement.

**Composition**

One member of the Administrative Placement Committee must be someone from the central office of the local educational agency who has been designated by the Superintendent as eligible to commit financial or other resources. Other members of the Administrative Placement Committee should be selected from the following:

(1) Exceptional Children Program Administrator;

(2) Chairperson of the appropriate School-Based Committee;

(3) Superintendent, or designee;

(4) General supervisor;

(5) School psychologist;

(6) Other appropriate personnel;

(7) If the child is referred by another agency, an appropriate representative from that agency shall provide input for appropriate placement.

The Administrative Placement Committee should have at least one member of the same race as the student being considered for special education placement.

**Committee Alternative**

The School-Based Committee, Individualized Education Program Committee, Group Education Program Committee, Written Educational Program Committee, Multidisciplinary Team and Administrative Placement Committee may be combined into one committee or a combination of committees to meet the needs of the particular local educational agency. To combine committees, local educational agencies must submit the procedures to the Division for Exceptional Children for written approval. In combining the committees, local educational agencies must meet the requirements in Section .1512. If the category is specific learning disabilities, the unit must also meet the requirements of Section .1509(6).

History Note: Statutory Authority G.S. 115C-106(b); 115C-113;
Eff. October 1, 1978;
Amended Eff. September 28, 1981;
September 30, 1980; July 15, 1979.